

# 7<sup>th</sup> Grade Language Arts “Year in Review” Game

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## Project

**Assignment:** You are a board game manufacturer, and you have been assigned the task of creating a board game that will help students review everything they’ve learned and experienced this year in a fun and interesting way!

Create a board game that consists of a series of questions and activities for players to do. Choose from the Board Game “menu” options below and follow the instructions to help you get started!

### **Menu Options**

#### **I. What will be the overall purpose (object) of your game?**

**Pick at least one:**

1. To reach a certain place on the board before others
2. To earn the most of something (points, books, money, etc.)
3. To avoid being eliminated and/or to force others into elimination
4. To build the most of something or the biggest (buildings, homes, companies, armies, etc.)

#### **II. What sort of questions, challenges or tasks will players have to complete?**

**Pick at least three to include in your game:**

1. Answer Trivia Questions Correctly (on any subject)
2. Build Vocabulary words (*i.e.* like Scrabble, using limited letters available)
3. Charades (use nonverbal movements to signify a word, person or meaning)
4. Build or create something (*i.e.* draw something, shape something out of silly putty, stack something, etc.)

#### **III. What sort of Language Arts categories will your game have?**

**Pick at least four to include in your game:**

1. At least 10 Language Arts Literary Terms (*plot, theme, internal characteristics, external characteristics, protagonist, antagonist, suspense, exposition, types of conflict, rising action, climax, resolution, theme, symbolism*)
2. At least 10 Language Arts Figurative Language (*simile, metaphor, hyperbole, onomatopoeia, alliteration, personification*)
3. At least 10 Language Arts Stories’ Characters and Plots from “Rikki Tikki Tavi”, *A Christmas Carol*, *Crash* and/or *The Watsons go to Birmingham—1963*
4. At least 10 spelling, grammar or punctuation (*i.e. sentence diagramming*)
5. At least 10 Word Wisdom vocabulary
6. At least 10 Parts of Speech (*noun, adverb, verb, preposition, adjective, conjunction, interjection, pronoun*)

#### **IV. Additional subjects or categories you may wish to incorporate into your game:**

**Pick at least one to include in your game:**

1. At least 5 World History (any World History topic you’ve learned this year)

2. At least 5 Science (any aspect of Science you studied this year)
3. At least 5 Math (Algebra, area, mean, median, mode, equations, etc.)
4. At least 5 Surviving 7<sup>th</sup> Grade “Tips” (*anything you learned about “surviving” middle school this year?*)
5. At least 5 Nordon Middle School Facts (*anything you learned about your school this year, including places, classrooms, teachers, secretaries, the principals, etc*)

#### IV. How will the game be played?

**Pick at least two to use:**

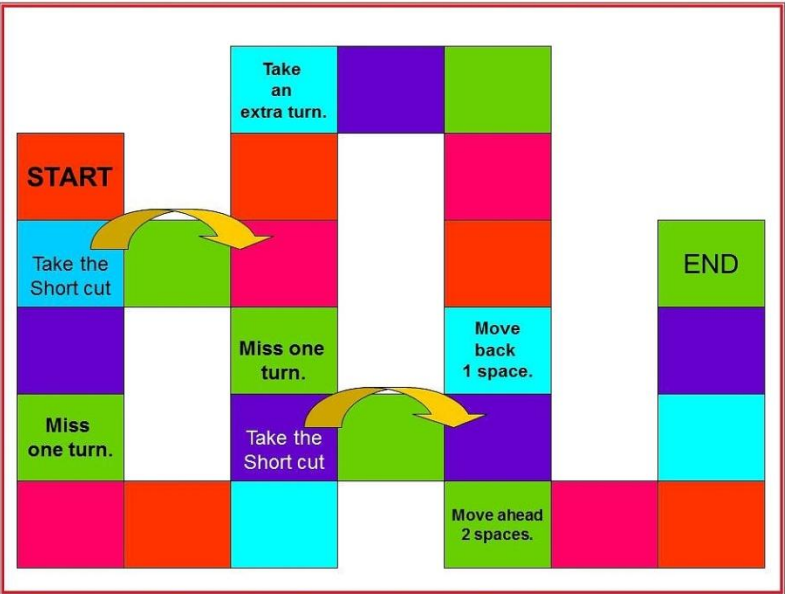
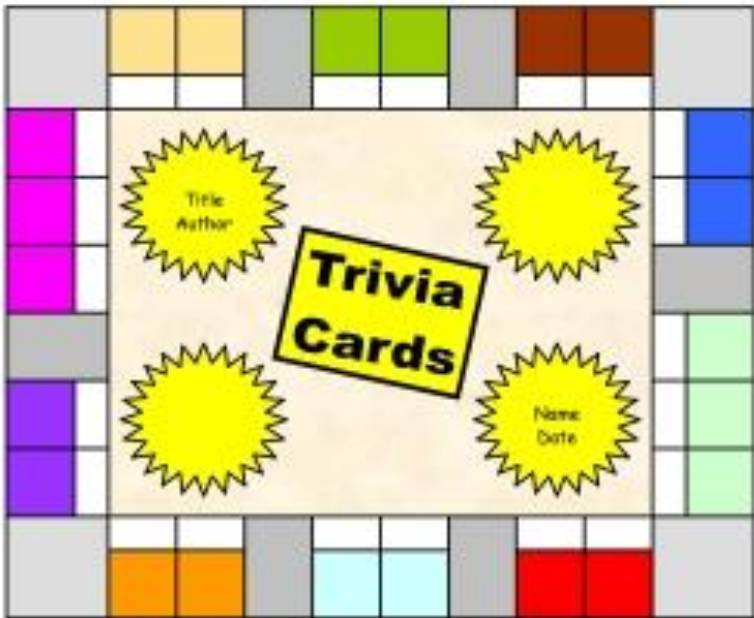
1. Roll dice.
2. Spin a wheel.
3. Pick a card & follow its directions.
4. Take turns, moving clockwise or counterclockwise.
5. The person who currently has the least amount of points goes next.
6. Players could “Lose a Turn”, “Go back”, “Roll/Spin again”, etc.
7. Players could be forced to switch something with another player (board spot, locations, belongings, money, cards, etc.)
8. Other: \_\_\_\_\_

#### V. “Basic Requirements”:

**Must have ALL of the following:**

1. Must have a minimum of 22 “blocks” or spaces to move to on the board.
2. Must have a minimum of 40 Language Arts category questions, challenges and/or tasks to complete
3. An answer key (*with correct answers!*) to all questions so players will be able to check their answers and know if they are correct.
4. Group cooperation and collaboration
5. A defined task of equal proportions for each member of the group to complete/contribute
  - a. Group must submit an “Action Plan/Duty Sheet” describing what each member’s roles are/were.
6. A clear determined “object of the game”
7. All necessary materials and equipment needed for players to play the game (dice, spinners, cards, etc.)
8. Typed, detailed directions explaining how to set up the board and how to decide who takes the first turn, etc.
9. Typed, detailed list of Rules for how to play
10. The content and difficulty of your game must be appropriate for your classmates’ abilities.
11. A decorated, themed game board with enough game pieces for at least 4 players to play.
12. Obvious creativity and neatness in the overall game.

Sample Game Board Designs:



1. What animal does Matilda use to scare her family and make them think that there is a ghost in their house?

2. What is the name of the small cupboard that Miss Trunchbull places students in to punish them?

3. Who got in trouble for eating a piece of Miss Trunchbull's cake?

4. How did the glass with the water and the newt tip over?

Brainstorming:

# Instructions: How to Create an Educational Board Game

*To design a game board, you must pre-plan and make decisions. Creating a game that you and others will enjoy or learn from requires a thoughtful plan. Choose the purpose of your game, the ages of the intended players and the goal of your game. Once decisions are made, designing and creating the game is your next move. Do a little brainstorming, or thinking on paper, and reach your pre-game choices. Then start working on your very own board game.*

- 1** Study the subject material concerning the board game you plan to design. Create a list before you start your design. If possible, brainstorm with a group of people interested in your subject. Write down everything said for future consideration. Once you've finished, take a day off. Review the materials later. Add or remove items from the list.
- 2** Design your game on a paper similar to the size or to scale of your intended game board. View the game boards of several commercial games and choose the design you want on your board. Decide if you will have "sub-paths" or short cuts along your path like you find in Candy Land. Decide how many squares or individual spaces your game needs. Put it all on the paper. Check the visual results and see if they meet your standards. Make any necessary adjustments.
- 3** Add details to the empty spaces along the board game path. Choose obstacles and difficulties for the players to encounter. Make paths with more danger shorter in duration. Create obstacles using cards, board messages like "lose a turn" or the roll of the dice.
- 4** Determine the method players will use to move around the game board. Choose between a spinner, cards or dice. If you choose dice, decide how many dice will be used.
- 5** Make or choose markers for your game. Try to keep the atmosphere of the game when choosing the marker. For example, different colored cars work for a travel game while rockets complement a space game. Be creative and pick your markers for your game well.
- 6** Create the rules of engagement for your board game. Type your rules out and review them. Play the game on the paper before you create the actual copy. Fix anything that doesn't work before you move on.
- 7** Choose your board game material. Consider the durability you need for your game. Use firm, cardboard sheets or construction paper for games with short term use. Foam board lasts considerably longer. Wooden game boards endure the longest.
- 8** Print your path on the material with a pencil, using light lines. Darken the image with permanent markers or paint for the cardboard, construction paper or foam board. Try the markers, paint or a wood burner for the wooden game board. Test writing materials for durability; find instruments that do not rub off or break off. Add designs, words and pictures to the board area around the spaces. Keep them in line with subject material of the game.

**Tip:** Cards can be purchased from the craft store or made from index cards. You can cut or fold them to desired size & shape.

	4 points	3 points	2 points	1 points	1 point
<b>Basic Requirements</b>	The group has met all 12 basic requirements	The group has met 10-11 of the basic requirements.	The group has met 8-9 of the basic requirements.	The group has met 6-7 of the basic requirements.	The group has met only half (or less) of the basic requirements.
<b>Design &amp; Creativity</b>	Everything is neatly created and directions were followed completely.	Game board is excellent but some parts are a little sloppy.	Game board is complete but 1 or 2 elements are missing and it could be neater.	Most of the directions of the assignment were ignored & the board is sloppy.	There is a game board but it is not colored and no extra efforts were made at creativity.
<b>Questions</b>	The required amount of questions and tasks are included, with correct answer keys for each. They were well incorporated into the game.	A couple of questions or answers are missing or incorrect.	Some questions are missing OR someone could play the game without needing to use/answer all of them.	Half of the questions are missing OR questions are hardly used in the game at all.	Many questions are incorrect or missing. They are not needed in order to play the game.
<b>Format &amp; Focus</b>	The focus of the game relates directly to the students' learning this year, and the game board represents a theme.	The focus of the game closely relates to the students' learning this year and/or the game board somewhat represents a theme.	The focus partially relates to the students' learning this year and the game board doesn't clearly represent any cohesive theme.	The focus of the game slightly refers to the students' learning this year but does not represent a theme.	It is unclear what the focus and theme of the game are from its appearance.
<b>Directions &amp; Rules</b>	Directions and rules of the game make it perfectly clear how to set up the board & to play it. They are neatly typed with minimal grammatical errors.	Directions & rules are typed but have 2-3 minor grammatical errors. They are somewhat unclear or 1 step is missing.	There are more than 3 errors. Directions are unclear and 2-3 steps could be added in order to clarify the directions and/or rules of the game.	Errors in grammar interfere with understanding of the directions. Much revision is needed.	Complete revision is needed. Many steps are missing or incomplete and it is very difficult to understand how to play the game.
<b>Content &amp; Difficulty</b>	Questions and rules of play are of an appropriate level—not too difficult and not too easy.	Rules of play are age-appropriate but some questions are too easy or too difficult.	The game is a bit too simple for the grade level and some questions are too easy.	The game is very simple and most questions are too easily answered.	The game is not appropriate for the grade level and questions are too easy or too difficult.

Total Points for Group Game: \_\_\_\_/20 pts

### Group Behavior, Cooperation & Collaboration:

#### Criteria for how to earn all points:

- ✓ group members will at times work both independently and collaboratively within their group.
- ✓ group members will NOT distract or interfere with other groups.
- ✓ group members' volume will be minimal during in-class work time.
- ✓ group members will stay on-topic at all times.
- ✓ group members will work to get along at all times; work to solve problems on their own; show respect towards others' ideas, and make compromises so everyone in the group is given an opportunity to contribute in his/her own way.
- ✓ group members will arrive to class prepared at all times, with any/all materials needed for their project.
- ✓ group members will treat others' materials and art supplies with respect and care; they will each clean up after themselves when working in-class.
- ✓ group members will be responsible, dependable, and will complete their individual tasks as assigned and determined by the group; excessive absences will not occur so that it won't interfere with the group's progress.

Total Points for Group/Individual Behavior: \_\_\_\_/10